



The Effect of Pop-Up Books on The Sentence Writing Achievement of The Eighth Grade Students' of SMPU Al-Anwari Banyuwangi

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Abstract

This research was an experimental research. The purpose of this research was to measure there is an effect of pop-up books on the sentence writing achievement of the eighth grade students" of SMPU Al-Anwari Banyuwangi in the 2017/2018 academic year. The area of this research was SMPU Al-Anwari Banyuwangi. It was chosen purposively because they have never been taught by using „Pop-Up“ books at this school. Another reason was that the permission to conduct this research in this school from the headmaster has already accepted. The population of this research was all of the eighth grade students of SMPU Al-Anwari Banyuwangi in the 2017/2018 academic year. The total number of the respondents was 48 students, consisting of 24 students of grade VIII A as the experimental group and 24 students of VIII B as the control group. Based on the result of the data analysis of t-test formula, it can be known that value of t-test is higher than that of the t-critical ($2,464 > 2,013$). It shows that there is a significant effect of pop-up books on the sentence writing achievement of the eighth grade students" of SMPU Al-Anwari Banyuwangi in the 2017/2018 academic year. Based on the result, it is suggested that the students to use pop-up books as a guide in writing simple present tense sentences. Further, the English teachers are suggested to apply pop-up book as media in teaching English to improve the students sentence writing achievement and make them understand the lesson, and the future researchers are also suggested to use these results of the research as information or a reference to conduct a further and better research which focuses on the same problem by using different research design, such as a classroom action research to improve the students writing skill especially for English subject.

Keyword: Pop-up Book; Sentence Writing Achievement; Experimental Research

A. Introduction

The ability to make sentences is an important ability which must be possessed by students. There are many benefits for the students when they have this ability. According to Suyanto (2011: 48) the ability to write sentences is an effective way for delivering the idea to the readers. Sentence writing is needed by students because before a person produces language, they have to know how to construct some words into a good sentence on their mind.

Therefore, students need the effective way to help them in accepting the material easily that is given by the teacher, so it will make the students remember it.

As Chinese proverb cited in Benson & Odera (2013) said “when I am told I forget, what I see I remember and what I do I build a castle in my head”. Therefore, media is needed by students to fill the gap between theory and practice. A media is tool used by the students to understand more about the relation between the theory which is given by the teacher and the practice of the theory.

The media that is also used in the education side becomes the complement of the teaching and learning activities to be more effective, and able to enhance students’ understanding. Moreover, they will internalize it, if they get practice. In this research the researcher chooses pop-up book as media that is used in the teaching and learning activities.

Pop-up book is one type of books that can deliver messages in 3- dimensional form, so it seems more real than ordinary books in general. Dzuanda (2011: 1) defines a pop-up book is a book that has a moving part or elements of 2 dimensions and 3 dimensions and provides an interesting visualization of the story, ranging from the view images that can move when the page is opened. Various forms of surprises that appear in the pop-up book, will give an interesting impression to the reader, especially for students.

Pop-up book is an interesting media and it has movable pages. Pop-up book has different way to show their object pictures which are not flat like a book in a general way. Therefore, it made the students imagined the real object easily by seeing the texture of the pictures. Then, the picture objects are able to move when the students open the pages. It makes the book looked more alive. The students would not be bored, passive, and afraid of expressing their ideas while the teachers are delivering the teaching learning material through interesting media. By having this interesting media, the students could have more experience. Besides, they could enjoy the teaching learning process and the teacher could make the students remember and understand about how to produce the sentences on their mind easily.

In conclusion, using pop-up books in learning process made the students explore the ideas easily to build good sentences. Based on the description above, this research entitled, “The Effect of Pop-up Books on The Sentence Writing Achievement of The Eighth Grade Students” of SMPU Al-Anwari Banyuwangi in the 2017/2018 Academic Year”.

B. Research Method

1. Research Design

The type of experimental design that the researcher chose in this research was quasi experimental nonequivalent control group. Sugiyono (2010:114) explained that quasi experimental nonequivalent control group is a research which uses the whole participant of a group, without choosing the participant randomly. The researcher using pre-test and post-test and consisted only 2 classes on this research. That was why researcher used quasi experimental to identify whether there was a significant effect of pop-

up books on the sentence writing achievement. The design of this research was as follows: (Sugiyono, 2010:116)

A : O ₁	X	O ₂
<hr/>		
B : O ₃		O ₄

Notes:

- A = Experimental group
- B = Control group
- O₁ = Pretest for the experimental group
- O₂ = Posttest for the experimental group
- O₃ = Pretest for the control group
- O₄ = Posttest for the control group
- X = Treatment with pop-up books

The activities of the research design were as follows: Determining the class which belonged to the experimental and the control groups. 1) The researcher gave the same pre-tests to identify the students' sentence writing achievement before the researcher used the pop-up books in the learning activities. The same pre-tests was given to get the stable condition of the participants' score and clearly description of the students' sentence writing achievement, 2) Giving treatment to the experimental group by the teaching sentence writing using pop-up books, while the control group was taught about sentence writing without using pop-up books. The process was done three times; every time will take 80 minutes (2x40 minutes). The researcher used 5 pop-up books, 3) Giving the post-test to both the experimental and the control group after the treatments, and 4) Analyzing the results of the sentences post-test by using t-test formula to know whether there was significant difference or not.

2. The Research Area

The purposive method is used to determine the research area. Arikunto (2002:138) states that purposive method is a method employed in choosing a research area based on certain purpose. This research is conducted at SMPU AL- ANWARI BANYUWANGI.

3. The Research Respondent

In this research, the researcher had two classes namely VIII A and VIII B, where class VIII A was the experimental group and class VIII B was the control group. The numbers of student in VIIIA were 24 and the numbers of student in VIIIB were 24. The total numbers of the respondents were 48 students.

4. Data Collection Method

In this research, the researcher used essay tests. Essay test was given twice. The students were asked to write 20 sentences in the simple present tense that consisted of 5 items positive verbal sentences, 5 items negative verbal sentences, 5 items positive nominal sentences, and 5 items negative nominal sentences. Each item had 5 points and if the students could make 20 sentences correctly, so they got 100 points for the test. The students' tests were corrected by the researcher based on the assessment rubric that consisted grammar, vocabulary and mechanic in writing sentences. Here was the following of writing rubric assessment. Questionnaires were very convenient way of collecting useful comparable data from a large number of individuals in this secondary data the researcher used questioner.

A questionnaire consists of number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2004). In this research, researcher distributed a number of questionnaires to the students related their perceptions of using pop-up book as a medium of learning. The questionnaires consisted 12 statements in check list form. Here was the classification of the questionnaires items.

According to Arikunto (2010: 274), documentation is looking for and collecting data on things such as notes, transcripts, books, newspapers, magazines, etc. Based on opinion above, for collecting data, documentation was one of the ways to find the data through a lot of sources. In this research, documentation was needed to prove that the activity was real. Documentation in this research were photos, school profile, students name list, and the structure organization of SMPU Al-Anwari Banyuwangi. The important this documentation to support the research assistant which was conducted in SMPU Al-Anwari Banyuwangi.

5. Data Analysis Method

The primary data from the result of the students' pre-test and post-test scores were analyzed by using independent sample *t-test* to know whether there was a significant means difference between the experimental group and the control group. While the degree of freedom is $(n_a + n_b - 2)$ and the result was consulted to *t*-table of 5% significance level. If the value of *t-computations* was higher than that of the *t*-table, it meant that the result hypothesis which said "Is there any effect of pop-up books on the sentence writing achievement of the eighth grade students" of SMPU Al-Anwari Banyuwangi". The *t-test* formula showed:

$$t_{test} = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Notes:

t	= t-test
M _x	= mean score of the experimental group
M _y	= mean score of the control group
Σx ²	= individual score deviation of the experimental group
(M _x)Σx ²	= individual score deviation of the control group (M _y)
N _x	= the number of the respondents of the experimental group
N _y	= the number of the respondents of the control group

(Arikunto, 2010: 354-356)

The secondary data from the result of the students' scores of the questioners were analyzed. This data analysis method measured the students' perception on pop-up books as a medium of learning. The researcher used this following formula:

$$E = \frac{n}{N} \times 100\%$$

E = Percentage

n = the number of response

N = the number of all responses.

Adapted from (Oktaria 2015 in Ali, 1993:186)

C. Conclusion

Based on the result of data analysis and discussion, the conclusion could be drawn as follows: There is a significant effect of pop-up books on the sentence writing achievement of the eight grade students of SMPU Al-Anwari Banyuwangi in the 2017/2018 academic year. With the result of t-test is 2,464, while t-critical value of t-test with significant level of 5% and the degree of freedom is 46, it indicates that the statistical value of t-test is higher than that of the t-critical (2,464 > 2,013).

D. Acknowledgement

The researcher is sure this thesis would not be completed without the helps, supports, and suggestions from several parties. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing thesis. Finally, the researcher greatly hopes that this will be useful for the reader and thanks a lot of all your helps. May God bless you. *Aamiin.*

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